

Part B State Annual Performance Report (APR) for 2007**Overview of the Annual Performance Report (APR):**

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the Annual Performance Report (APR)/State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of this document.

Overview of the Annual Performance Report Development for Indicator 13:**Collecting Indicator 13 Data in Rhode Island**

Rhode Island's Collaborative System of Focused Monitoring: School Support System (SSS) incorporates a variety of instruments and procedures that are utilized to ensure compliance with state and federal laws and regulations. Currently, Rhode Island examines student records through this process and completion of the transition page of the Rhode Island Individual Education Plan (IEP) is part of the record review. Reviewers will look at a sample of student records on a monitoring visit and will record the completion of IDEA and state required information. If required information is missing, the district will be notified of non-compliance and improvement plans/corrective actions will be undertaken. Prior to IDEA 2004, Rhode Island required that the transition goals on the IEP be student driven (based on student's preferences and interest) and were linked to annual goals and objectives (where appropriate). Rhode Island did not centralize the collection of this specific data but would use the results in reporting to the district for compliance and improvement.

Rhode Island has chosen not to utilize the School Support System to obtain data for indicator 13. There are simply not enough records reviewed annually in this small state to draw reasonable conclusions about all districts compliance on this indicator. However, RIDE has decided to utilize the special education census as a means to monitor compliance with this indicator for all students using a census approach. As the data is collected by each district form every IEP form and entered into the RIDE census data system, RIDE will be able to target LEA's with poor compliance for this indicator and provide targeted intervention.

In October 2005, RIDE provided guidance to all LEAs regarding the changes in IDEA 2004 related to the secondary transition requirements. This guidance included information of the development of measurable transition goals, Summary of Performance and other relevant changes. In February 2006 RIDE released an index of transition assessment instruments that schools may consider for meeting the measurable transition goal requirement and a series of trainings were offered for district personnel through the five Regional Transition Centers. Rhode Island hosted a statewide transition conference in April 2008 which featured many transition assessment tools and transition practices related to compliance on this indicator. Training and technical assistance has continued in 2008 and into 2009 with the release of a revised Transition Assessment Tools Guide for districts and the scheduling of a one day conference devoted to transition assessment practices scheduled for February 2, 2009.

In December 2006 LEAs were required to begin reporting to RIDE, through the special education census, the completion of two sections of each student's IEP for students age 16 and above.

1. If the student was present at the IEP meeting, and
2. If the transition (long term) goal section of the IEP was completed for goals in employment, post-secondary education, independent living and community participation. If goals were not reported in each area, then the LEA would report if the rationale section for not having transition goals was completed or not.

Rhode Island requires a state IEP form so recovery of this information will be consistent across all LEAs.

The data collected for 2006 APR was not complete. As the data was tabulated in 2006, RIDE discovered that some LEA's were not recording the data required or were not recording the data correctly. As a result, RIDE has installed an error feature on the census system that prevented the submission of a record without these fields being completed correctly. This feature went into full effect with the June 2007 census report and has allowed RIDE to report all LEA's in the 2007 APR.

RIDE was not able to verify data for district level compliance for this indicator for FY2006 due to the absence of valid and reliable data. RIDE was unable to address timely correction due to the absence of data, this has been corrected for FY2007.

Although institution of the error feature in the special education census has allowed RIDE to report if the student participated in the IEP meeting and if measurable goals for transition were developed (and if not a rationale was provided), this does not fully address the portion of this indicator which states that goals "will reasonably enable the student to meet the post-secondary goals". To address this portion of the indicator, RIDE has developed features in the new state IEP form which went into effect July 1, 2008. The following table indicated the data that will be collected through the state special education census from the new IEP form. (The Rhode Island state IEP form and instructions may be viewed at:

<http://www.ritap.org/iep/publications/publication.html>)

Rhode Island IEP Page	Item	Information reported
1	Date of Birth = 16 plus	"Percent of youth age 16 and older with an IEP..." (Ind. 13)
2	Student at IEP meeting - yes/no	Student participation in transition planning (not specific in indicator 13 but illustrates student involvement including consideration of preferences and interest)
3	Assessment Tools - one or more assessment tool listed on IEP yes/no	Based on age appropriate transition assessment (not specific in indicator 13 but a compliance item in IDEA)
3	Measurable Post-school goals - List one or more yes/no	"...coordinated, measurable, annual IEP goals..." (Ind. 13)
5	Transition services - List one or more yes/no	"...and transition services..." (Ind. 13)
6	Assurance of Transition Services - Assurance checked off with	"... reasonable enable he student to meet the post-

	response yes/no	secondary goals.” (Ind. 13) Student agrees/disagrees.
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RIDE will continue to collect the data from the old RI IEP form into the 2008 census as districts transition in 2008/09 to the new IEP form. For the 2007 APR, RIDE will be reporting on the date that is available from the IEP form that was in effect at that time. In the 2008 APR Rhode Island will be reporting data from census reports using the old and new IEP form. By the 2009 census, all IEPs will be providing the new data and RIDE will be in a better position to examine some of the qualitative measures of indicator 13.

2007 Compliance with Indicator 13

Based on the 2006 APR, Rhode Island had a 22.86% compliance for indicator 13. However, as discussed earlier, this figure was derived without participation of all LEAs in the data reporting. In 2007, Rhode Island has valid and reliable data on all of the 5,147 students over the age of 16. Of this number, 3,721 participated in their IEP meeting, 72.29%. For purposes of analyzing compliance with indicator 13, RIDE ran reports on the number of students who had an employment or post-secondary education or training goal or both or if there was no goal, the rational section for not having a goal in either of these areas was completed on the IEP form. RIDE considered this essential compliance with indicator 13. Of the 5,147 students age 16 or older, 4,889 had data for compliance in this area, 94.99%. RIDE did not include Independent Living and/or Community Participation in this analysis since not all students age 16 and above will have goals in these areas.

There were 258 student records missing the essential indicator 13 data form 28 LEAs. Most LEAs had fewer than ten records missing data, eight LEAs had more than ten and the highest LEA had 56 records missing data, (see Appendix I-13A for district data). The data for this indicator was based on the June 2007 Census which was available for analysis in August 2008 (FFY 2008). The analysis of the data was completed in November 2008. In December 2008, RIDE examined the records of the district with the highest number of non-compliant records. RIDE found the following:

1. Some records had the required transition information and apparently there was a data entry error when these records were recorded in the RIDE Special Education Census, (Data entry error).
2. Some records did not match the IEP meeting dates as reported in the census, thus the correct record may have not been referenced in the data entry in the census, (Data entry error).
3. One record had an error in the student's birth date (the student was in second grade) which triggered the error, (Data entry error).
4. Some records were missing the transition page of the IEP entirely, (Non-compliance record).
5. Some records did not have the transition page of the IEP completed, (Non-compliance record).
6. Some records were not recoverable since the student had since moved, (Unknown record).

Improvement Plans/Corrective Actions for Compliance with Indicator 13

To ensure 100% compliance with this indicator, RIDE sent a letter to each of the 28 LEA Special Education Directors in December, 2008 (see Appendix I-13B) with a list of each student's record that was missing the essential data. The directors were asked to examine the questionable record(s) and report back to RIDE if the record was (A) a data entry error, (B) a non-compliant record or (C) if the student was no longer in the district. For all records indicated as (B), a non-compliant record, the director was asked to sign an assurance that the IEP teams would be reconvened within 60 school days and the transition goals sections of the IEP would be completed.

Based on the reports returned to RIDE on January 9, 2008 regarding the 285 questionable records.

113 records were reported as errors in data entry to the Special Education Census

72 records were non-compliant IEPs, missing essential transition goals

73 records were no longer recoverable or the student arrived in the district with a non-compliant IEP (i.e. an IEP from another without discernable transition information) or had since moved or graduated.

For the 72 non-compliant IEPs, the LEA Special Education Director signed the assurance (see Appendix I-13B) that the non-compliant IEPs would have teams reconvened and compliant IEPs would be developed within 60 days. RIDE will follow up with the fourteen LEAs that reported non-compliant IEPs to ensure compliance was achieved.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13 –: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. (20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.

FFY	Measurable and Rigorous Target
2006 (2006-07)	100% of the IEPs for students age 16 and above have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals
2007 (2007-08)	100% of the IEPs for students age 16 and above have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals
2008 (2008-09)	100% of the IEPs for students age 16 and above have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals
2009 (2009-2010)	100% of the IEPs for students age 16 and above have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals

Actual Target Data for 2007: For calculating this indicator, RIDE collected the number of students who had transition goals written into their IEP for employment, post-secondary education or both, or if there was no goal, the rationale section of the transition page was completed for the goal area. This became the numerator which is divided by the number of students who were 16 years and older with an IEP. Rhode Island had 5147 student age 16 or older, 4889 had data for compliance with indicator 13 for a result of 94.99%.

Calculation

$$94.99\% = \frac{4889}{5147} \times 100$$

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007:

RIDE made significant progress is collecting data for this indicator in 2007. In the previous APR, RIDE was only able to report data on a portion of the LEAs. This year RIDE was able to report data on all LEAs and all students over the age of 16. RIDE was able to identify each student that had a non-compliant IEP, notify the districts of each non-compliant record and implement corrective intervention.

Based on this improved capacity, RIDE is reporting a 94.99% compliance and has described the improvement plans/corrective actions (above under: Improvement Plans/Corrective Actions for Compliance with Indicator 13) that have been taken to reach full compliance (100%) with the indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2007:

Improvement Activities	Timelines	Resources	Status
Development of measurable transition IEP goals and objectives	Ongoing beginning fall of 2006	Training in the use of transition assessment instruments for LEA personnel provided by the Regional Transition Centers (described in indicator #2) and RIDE.	<u>Implemented and ongoing.</u> State Transition Conference April, 2008. Transition Assessment Conference, February, 2009. Secondary IEP Training, beginning and ongoing, December, 2008.
Develop public reporting protocol for student participation in transition planning and completion of IEP transition goals	Spring 2007 continued for 2008	RIDE personnel, RI Transition Council	<u>Completed</u> State Transition Council has developed materials to be provided to every eligible student explaining the transition process. The materials are now available at www.ritap.org/MyTransition . The materials provided are expected to assist districts

			in complying with requirements in the new RI IEP form.
Develop written assurance for inclusion in the IEP	Summer 2007	Technical Assistance from national providers and in collaboration with other states. RIDE personnel.	<u>Completed</u> and implemented in the RI IEP form, effective July 1, 2008.
Development of data elements to add to the census report to collect evidence of assurance from all LEAs.	Development over the Summer of 2007 with full implementation in the December 2007 census report. Continued to Fall 2008 for data to be collected from the new IEP form.	RIDE personnel with the RI IEP Network.	<u>Continued</u> to Fall 2008. RIDE reported compliance data for the first time in the fall of 2008. RIDE will expand implementation with the new IEP form.
Develop public reporting protocol for evidence of assurance data for each LEA	Spring 2008 Continued to Fall 2008	RIDE personnel	<u>Continued</u> to Fall 2008. RIDE reported compliance data for the first time in the fall of 2008 included in the February 2008 SPP/APR. RIDE will expand implementation with the new IEP form.